

ONE HUNDRED THIRTY-SECOND  
ANNUAL REPORT

OF THE

South Carolina  
School For The Deaf  
And The Blind

SPARTANBURG, SOUTH CAROLINA

1980



PRINTED UNDER THE DIRECTION OF THE  
STATE BUDGET AND CONTROL BOARD



ONE HUNDRED THIRTY-SECOND  
ANNUAL REPORT

OF THE

South Carolina  
School For The Deaf  
And The Blind

SPARTANBURG, SOUTH CAROLINA

1980



PRINTED UNDER THE DIRECTION OF THE  
STATE BUDGET AND CONTROL BOARD



## TABLE OF CONTENTS

	PAGE
Organization Chart .....	8
Board of Commissioners .....	9
Introduction .....	10
History .....	11
Central Administration .....	12
Division of Finance and Administration .....	13
Division of Educational Programs for the Sensory Impaired ....	15
Division of Multi-Handicapped .....	26
Division of Student Affairs .....	32
Division of Physical Plant .....	35
Cooperative Programs .....	37
Appendix .....	41
Statement of Expenditures .....	41
Other Accounts .....	43
Federal Funds .....	43
Statement of Federal Expenditures .....	43
Enrollment .....	44
Number of Students by County .....	45
Professional Publications and Reports by Staff .....	46



LETTER OF TRANSMITTAL

SOUTH CAROLINA SCHOOL  
FOR THE DEAF AND THE BLIND  
Spartanburg, South Carolina 29302

July 14, 1980

*The Honorable Richard W. Riley  
Governor of South Carolina  
Budget and Control Board  
Columbia, South Carolina*

Honored Sir:

I have the honor to transmit, herewith to you and through you, to the people of our State, the One Hundred Thirty-Second Report of the South Carolina School for the Deaf and the Blind. This Report covers the period from July 1, 1979, to June 30, 1980.

Respectfully submitted,

MRS. LEWIS M. DAVIS  
*Chairman  
Board of Commissioners*



SOUTH CAROLINA SCHOOL  
FOR THE DEAF AND THE BLIND  
SPARTANBURG, SOUTH CAROLINA 29302

August 13, 1980

Mrs. Lewis M. Davis, *Chairman*  
Board of Commissioners  
South Carolina School for the Deaf and the Blind  
Spartanburg, South Carolina 29302

Dear Mrs. Davis:

The One Hundred Thirty-second Annual Report is hereby submitted to the Board of Commissioners of the South Carolina School for the Deaf and the Blind. The information contained in this Report is for the purpose of informing the General Assembly and the people of South Carolina of the activities and the accomplishments of the School for the fiscal year 1980.

Of particular historical significance is the fact that Mr. N. F. Walker, great grandson of the founder of the School, retired at the end of the fiscal year which this Report covers. As a result, this Report symbolizes the end of a very important era, an era in which the Walker family provided continuous services to the deaf, blind and other severely handicapped children for 131 years. This history of service is unparalleled in State and in the country.

We were very pleased to welcome two new members to the Board of Commissioners this year. On November 16, 1979, Governor Riley appointed the Reverend Earl Mathis of Belton, South Carolina, and Mr. Douglas Dent, Greenville, South Carolina to the Board. Reverend Mathis replaced Mr. J. A. Gresham. Mr. Gresham had represented the Third Congressional District since July 1973. Mr. Dent, an attorney, was appointed to serve as a Member-at-Large and replaced Mrs. Virginia McLeod of Columbia, South Carolina. Mrs. McLeod had also served the Board since 1973. We are very appreciative of the outstanding service both Mr. Gresham and Mrs. McLeod provided during their six year terms.

The activities contained in this Report reflect the School's continuing effort to respond to the needs of the sensory impaired and multi handicapped children of the State. It is also patent that the School has expanded its efforts to provide various support services to the adult handicapped and to function more effectively as a member of the total human service delivery system.



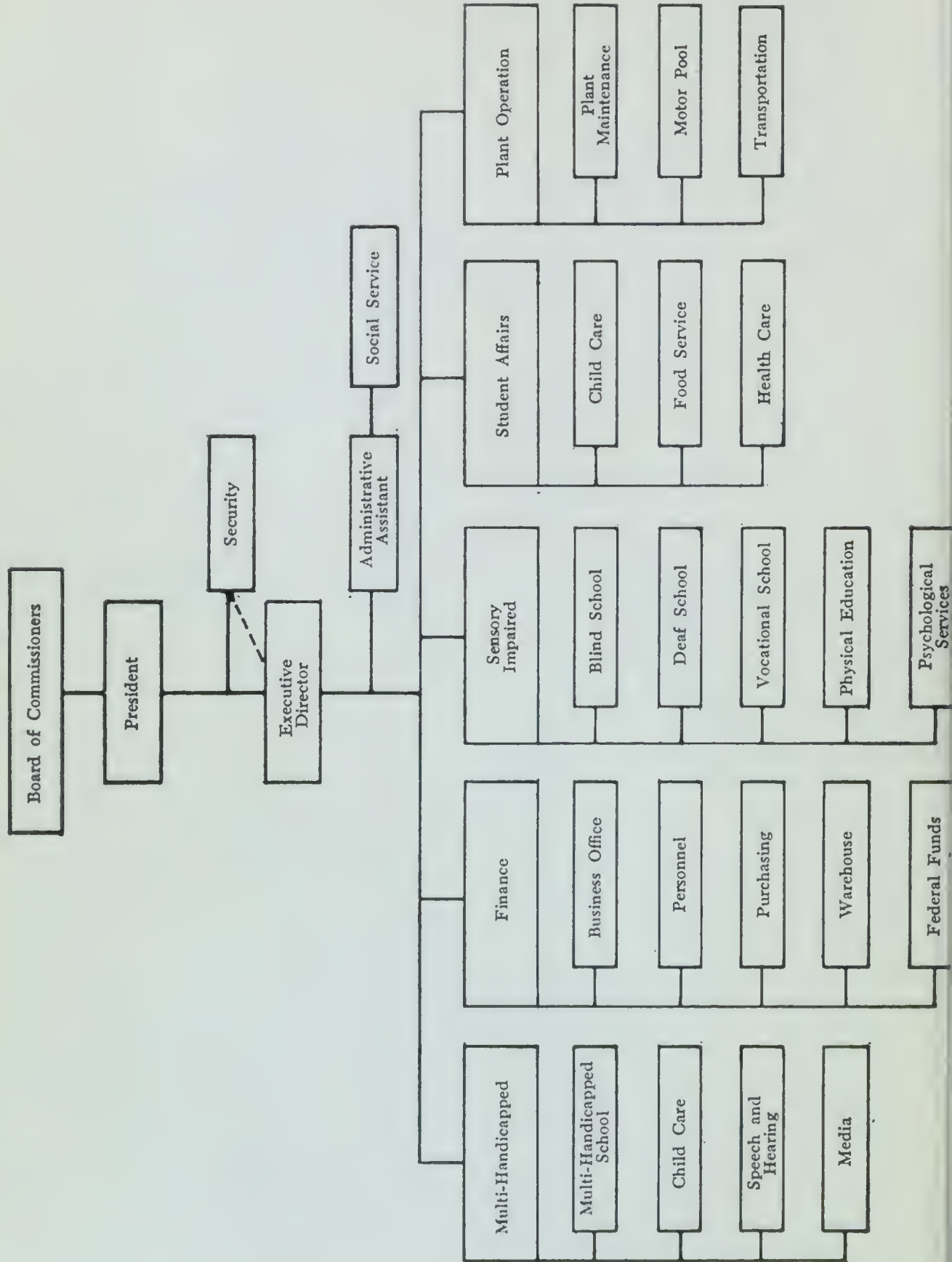
Although Mr. Walker has retired and I shall be leaving soon, we know that the School will continue to adjust its policies and goals to respond to changes and needs for services that evolve. Since the State's educational system is still attempting to adjust to the new demands placed upon it by federal legislation, there are still many unknowns; nevertheless, these unknowns and their effects can be minimized by continued comprehensive planning.

The administration, staff and the student body of the School are appreciative of the strong support and leadership the Board had continued to provide as we seek to fulfill our duties and responsibilities to the people of the State of South Carolina.

Sincerely,

JACK R. GALLAGHER, Ed.D.  
*Executive Director*

# Organization Chart



## BOARD OF COMMISSIONERS

### SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND

Mrs. Lewis M. Davis, *Chairman*—Fourth Congressional District  
106 Vandiventer Drive, Greer, S. C. 29651

Mr. B. Edward Hursey, *Vice-Chairman*—Sixth Congressional  
District  
Rt. 5, Lawson Rd., Darlington, S. C. 29532

Dr. S. Thomas Scarborough, *Secretary*—First Congressional District  
112 Rutledge Ave., Charleston, S. C. 29401

Mrs. R. Beverley Herbert, Jr.—Second Congressional District  
712 Springlake Rd., Columbia, S. C. 29206

Dr. Earl F. Mathis, Sr.—Third Congressional District  
Cedar Lane, P. O. Box 268, Belton, S. C. 29627

Mrs. W. Burke Watson—Fifth Congressional District  
12 Frank Clarke St., Sumter, S. C. 29150

Mr. Douglas F. Dent—Member-at-large  
Bankers Trust Plaza, P. O. Box PP-4, Greenville, S. C. 29601

#### *Ex-Officio Members*

Dr. Charlie G. Williams, *State Superintendent of Education*  
Room 1006 Rutledge Building, 1429 Senate St., Columbia, S. C.  
29202

Dr. Robert S. Jackson, *Commissioner*  
State Department of Health and Environmental Control  
J. Marion Sims Building and R. J. Aycock Building, 2600 Bull St.,  
Columbia, S. C. 29201

## INTRODUCTION

The South Carolina School for the Deaf and the Blind has had a long history of providing services to children with severe visual and hearing impairments from across the State. The School for the Deaf and the Blind is supported by the State of South Carolina with direct appropriations each year from the General Assembly, as authorized by the South Carolina Constitution (Article II § 3, and 5. (1962). The Legislature appropriated \$5,528,400.00 for fiscal year 1979-80. In addition to this, federal and other fund receipts amounted to \$582,943.49.

Supervision and control of the affairs and government of the South Carolina School for the Deaf and the Blind is vested in the seven member Board of Commissioners (listed previously), the members of whom are appointed by the Governor for terms of six years. The Board consists of a representative from each congressional district, a member at large and two ex officio members (State Superintendent of Education and State Health Officer).

The major purpose of the South Carolina School for the Deaf and the Blind (SCSDB) is to provide comprehensive educational services of sufficient scope and quality to assure the optimum educational, emotional, social and physical development of each deaf, blind and multi-handicapped student enrolled. A related purpose is to increase each student's ability to combine occupational knowledge gained through appropriate training and study with basic academic skills to the extent that each student will eventually actualize his/her full vocational potential.

Since SCSDB is the State residential school and comprehensive education center for sensory impaired and multi-handicapped students in South Carolina, it is in a position to provide services and consultation which will benefit all programs for sensory impaired students and adults throughout the State through serving as a learning resource center, a demonstration school and a center for community/continuing education.

The material contained in this report provides an opportunity to learn how SCSDB utilizes its resources to accomplish its missions and goals.

## HISTORY

The South Carolina School for the Deaf and the Blind, established by the Reverend Newton Pinckney Walker, had its origin at Cedar Spring in Spartanburg County in a former hotel building. Opening in January of 1849 as a private endeavor, the enterprise was endorsed by the then Governor Seabrook in November of the same year, after his inspection of the facilities: "Although the Institution was not open until the 22 of January last, the remarkable proficiency of its scholars assured us of the capacity, skill and assiduity of the Principal. We accordingly resolved publicly to recommend to the parents and Guardians of mute children Mr. Walker's School, as well entitled to their patronage and confidence."

The School property, as well as ample surrounding lands to provide for future expansion, was purchased in 1856 by the State. This was the wish of the founder: "I submit for your consideration, and of citizens of the State generally, that private property, being subject to forego material changes, is always unsafe for public purposes. My great desire is that the Institution, in some form be perpetuated in all time, in such a manner as to reflect honor."

Upon the untimely death of Reverend N. P. Walker in 1861, the Board of Commissioners did not appoint a successor, citing monetary and other reasons: "The Professors and their Assistants are connected by blood or marriage, the utmost harmony prevails, and each appears desirous of advancing the institution and the introduction of a stranger as Superintendent would probably cause dissatisfaction and destroy that harmony which is necessary to success. The only change made in the employees is the appointment of a Steward, who is the son of the late Superintendent."

The institution remained open throughout the Civil War under the guidance of Mrs. Martha L. Walker, the wife of the founder. During Reconstruction years the School operated intermittently, but was reopened in 1876 with N. F. Walker, son of the founder, as Superintendent and has operated continuously since that time. Succeeding Dr. N. F. Walker were William Laurens Walker, William Laurens Walker, Jr., and the President, Newton Farmer Walker, who resigned the end of this fiscal year.

The School has expanded from a single building into a spacious and beautiful campus adorned with twenty-eight major buildings, including the original main building constructed in 1859.

Prior to the establishment of the State School, South Carolina had provided an allotment for deaf and blind children; deaf children at-



tended the Hartford Institution in Connecticut, while blind children attended the School for the Blind in Boston. In 1848 this Act was amended to provide the sum of \$100.00 per student, per annum, to be paid to N. P. Walker in support of his efforts. From a class of five deaf pupils under one instructor, the School has grown to its present capacity of approximately 650. It is operated by a nine member Board of Commissioners, seven of whom are appointed by the Governor and two ex officio members: State Superintendent of Education and Commissioner, State Department of Health and Environmental Control.

## CENTRAL ADMINISTRATION

The organizational structure of SCSDB is presented in Figure 1. The immediate Executive Head of SCSDB is the President (Mr. N. F. Walker) who is responsible to the Board of Commissioners (listed previously), The Executive Director (Dr. Jack R. Gallagher) is responsible for the day-to-day operation of the School and is responsible directly to the President.

In addition to the President and the Executive Director, the central administration includes the directors of the five major divisions, the Administrative Assistant (Mrs. Edna A. Brown) and several clerical and other administrative support staff members. The division directors are listed as follows:

Mr. Robert L. Millard, Division of Educational Programs for the Sensory Impaired

Dr. Robert Holzberg, Division of Programs for Multi-Handicapped

Mr. William R. Speneer, Division of Finance and Administration

Mr. Lee W. Owens, Division of Physical Plant

Dr. Mary E. Doggett, Division of Student Affairs

The above division directors, Executive Director and the President also comprised an Executive Planning Committee which has overall responsibility for detailed planning. During the previous year, the third revision of a Comprehensive Five Year Plan for SCSDB was completed. The purpose of this task was to delineate both long-range and short-range plans for obtaining optimum resource utilization and the accomplishment of the School's major missions and goals. In addition to producing the Five Year Program Plan, the Executive Planning Committee assisted the State Reorganization Committee in the study of ways of improving the cost effectiveness of the clerical operation of the School.

The above study as well as a study of the School's organizational structure was conducted by the State Reorganizational Committee at the request of the School. The General Assembly provided \$15,000 to fund these studies. Although the studies were not completed during the fiscal year, it is anticipated that substantial savings and improved productivity will result.

The Office of the Administrative Assistant is also a part of the Central Administration. The Administrative Assistant reports directly to the Executive Director and is responsible for a mired of activities including (1) the provision of information to staff, students, parents and other agencies; (2) the processing of student applications and enrollment and (3) the supervision of the Social Services Program.

Program accomplishments for the Social Services Program were as follows:

- Conducted 57 home visits.
- Visited 35 agencies, departments and other offices.
- Conducted 15 office interviews.
- Traveled 5,616 miles throughout the state.

There were no changes in the staffing of the Central Administration during the fiscal year.

## DIVISION OF FINANCE AND ADMINISTRATION

### *Purpose:*

The Finance Division is responsible for all financial, fiscal, accounting, purchasing, personnel, federal grants, business and warehousing functions of the Agency. The division maximizes the utilization of state and federal monetary resources and audits and monitors the expenditure of these funds while serving as the prime focus of all agency budgeting activities. Its goal is to effectively and resourcefully maximize the use of state, federal funds and others received by the institution with the goal of benefitting the deaf, blind and handicapped of the State.

### *Operations:*

Chief financial officer of the School, the Director of Administration and Finance administers the division. Reporting to him directly are the Assistant Director for Accounting and Computer Services, who heads the Business Office plus department chiefs over Personnel, Warehousing, Federal Funds and Purchasing.



The Business Office includes all accounting functions, payables, payroll and employee benefits, student accounts, telephone receptionists, key control and related computer and financial functions.

Maintenance of a \$700,000 plus federal funds and grants program is the task of the Federal Funds Coordinator. Federal funds encompasses over 60 federal employees at the School running the programs from Appalachian Regional Council (ARC) monies to the larger Title I ESEA entitlement. This office is increasingly important in the institution's scheme of things, constituting a funding source of approximately 10% of the total funds received and spent by the agency.

The Purchasing Department include all phases of purchasing: bulk purchasing, bidding, leasing and services contracts, insurance and state equipment inventory management. Charged with supervising a complex purchasing program for over \$1,100,000 in state operating funds in 1979-80, the office is growing in complexity due to massive changes in General Services in Columbia and is responsible for effectuating major agency cost savings by purchasing policies.

Personnel encompasses a three person office charged with hiring, termination, employee morale, recruiting, affirmative action (EEO) and minority employment functions, payroll updating and grievance investigations, among a parcel of many other functions. Undergoing a transition, this department faces a greater present challenging and a growing workload perhaps unparalleled on campus.

Warehouse is a low-budget, highly-effective and efficient operation gradually being directed toward a central warehouse concept. Also included in chores performed by the department are food commodity pickups, daily local purchase trips, deliveries, furniture moving, and related functions.

#### *Program Accomplishments:*

- Conduct of a state equipment inventory under new institutional inventory plan.
- Successful audits on all federal programs audited during this year.
- Implementation of inventory computer program.
- Extremely successful state audit which highlighted only three areas of minor discrepancy in state areas, all of which have been addressed by year's end.
- Successful completion of another Five Year Budget Plan.

- Attendance by director at national Federal Funds Conferences.
- Significant cost reduction in food purchases during the year.
- Controlling the state budget with great refinement.
- Finalization of a much more concise state budget.
- Cut the Finance operating budget providing greater services with fewer personnel.
- Processing of estimated 2,500 purchase orders.
- Processed about 1,600 employee applicants through Personnel.
- Purchases some 6,000 individual items encompassing over \$700,000 plus in federal and state funds combined (in direct purchases).
- Completed total renovation of inventory reorder policy of warehouse and instituted Warehouse inventory program.
- Oversaw the expenditure of only approximately \$1,100,000 in overall state operating funds in a tight budget year despite the rigors of spiralling 13-18% inflation.
- Complete revision of purchasing procedure and policies.

## DIVISION OF EDUCATIONAL PROGRAMS FOR THE SENSORY IMPAIRED

This Division operates under the direction of a Director whose responsibilities include instructional programs for the Deaf School, Blind School, Vocational School and Physical Education Department. The Psychology Department and the Community Education Department are also under the supervision of the Director. Information on the purpose, operations and program accomplishments of each of these areas is presented below.

### BLIND SCHOOL

*Purpose:* The Department for the Blind is charged with the effective preparation of blind and visually impaired children to attain a level of individual mastery of their physical, social, emotional, academic and spiritual worlds.

*Operations:* The department is staffed by a principal, a supervising teacher, 19 classroom teachers and six teacher assistants. During the 1979-80 school term, the staff provided instructional programming and extra-curricular activities to 104 students residing in South Carolina. These activities included: Language Arts, Mathematics, Social Studies, Natural Science, Health and Safety, Fine Arts, Orientation and Mobility, Optacon Training, Kurzweil

Reading Machine and field trips. The low teacher-pupil ratio allowed for individual attention as it was needed. Supportive services included psychological evaluations, counseling, audiology, speech therapy, behavior management, health and medical care and the South Carolina Commission for the Blind.

*Program Accomplishments:*

- American Government, Economics, Affective Education, Human Growth and Development and Career Education were added to the curriculum.
- All pupils in the regular program made appreciable gains as evidenced by standardized achievement tests and teachers' observations. The progress of students in the specialized curriculum varied from unexpected academic achievement to little or no academic gain.
- Thirteen students received optacon training during the school year, and all were successful in reading, at varying rates of speed, printed materials. A number of the students found the Optacon to be of value in performing their regular class work assignments.
- To improve upon teaching techniques, 13 teachers participated in a 22 hour reading workshop conducted by Dr. Jan Davisson of the Spartanburg Branch of the University of South Carolina.
- In order to familiarize the public as to the methods, materials, aids and appliances which visually impaired people use, several programs were presented to public schools in the area.
- One teacher and two students made a trip to the Nation's Capitol for an intensive one-week study of American government in the "Close-Up Program".
- In order to gain information and first hand experience, field trips to the following places were made: Table Rock, North Carolina; a creative writing and acting workshop at the University of South Carolina, Spartanburg Branch; W.S.P.A. Television Station; Wofford College Planetarium; fire station; Spartanburg City Hall; Walnut Grove Plantation; Cannon and Son Mortuary; Work Adjustment Program in Greenville, South Carolina and Riverbank Zoo in Columbia, South Carolina.
- A tracking profile was developed for all students in grades six through twelve, as well as for students in ungraded classes.



- In addition to the two seniors receiving the State High School Diploma, one student passed the General Educational Development test and received his certificate.
- Students skilled in study habits or with outstanding academic potential have long been encouraged to take supplemental secondary school courses in the local public school. Such an arrangement greatly expands the offering of our instructional program. One of our students received his State High School Diploma from Spartanburg Senior High School this year.
- Sixteen students were members of the blind band during the school year. Although the number of students in the band was small, the quality of performance made up for the limited number of students.
- Eighteen students were members of the blind chorus which held two performances during the school year and also performed at graduation.
- Fifteen students participated in a daily music program at Robertson.
- Nineteen students received individual instruction in piano. One student won the Spartanburg area first place award in the State-wide National Federation of Music Clubs competition.
- Two students won the Stella W. Jervy Music Award and the Marion Spigener Award.
- Planning activity was carried on throughout the 1979-80 school year to determine future directions for the School for the Blind. Parents, administrators, alumni, students, teachers and professionals from the South Carolina State Department of Education were involved in a series of meetings. This activity will continue during the 1980-81 school year.
- Mr. A. M. White, Director of Music, retired from the staff after 35 years of service to our students. He will be sorely missed in this department.

## DEAF SCHOOL

*Purpose:* The Deaf School has the responsibility for providing a full range of educational programs and instructional services to meet the diverse needs of hearing impaired students.

*Operations:* During the 1979-80 school year, enrollment varied between 295 and 305 students. The academic department within the School (does not include physical education and vocational education) is administered by four supervising teachers and one prin-

cipal. These administrators have a combined 117 total years of experience of working with the deaf students. The remaining staff includes 42 teachers, a curriculum specialist and a communication specialist. The School is fortunate to have 12 teacher assistants and one secretary. Support services include Media, Library, Vocational Rehabilitation, Speech Therapy, Audiology, Social Services and Psychology.

*Program Accomplishments:*

- Twenty-one seniors graduated on May 29, 1980. Sixteen seniors received South Carolina State High School Diplomas. Eight members of the senior class have been accepted to institutions of higher learning. This was truly an outstanding group of young men and women.
- The School was again instrumental in providing a service center for the training of teachers for the deaf. Several Converse College students, majoring in the Education of the Deaf, did observations and practice teaching at the School.
- Curriculum development continued to play a major role in the School for the Deaf. Special media materials were adapted for teaching vocabulary with the *Reading Unlimited Series*. This year marked the completion of a two-year Title I funding of the Reading Enrichment program which involved students from the third through the eighth grade. Positive gains were shown on the S.A.T. scores.
- A new basal math program was started this past year from first grade through ninth grade. Also, a student tracking math profile is now printed and will be distributed to the teachers this fall.
- Although a systematic inventory of students' language had not been taken for the past three years, over 400 recordings were made during the 1979-80 school year. Next fall, a rough draft of a model language program will be introduced and implemented within two years.
- Assessment tools were completed for the evaluation of staff and students in manual communication skills. In the fall 71 staff members, selected at random, were evaluated. The staff represented several areas of the School. Through the Communication Enrichment Program, staff was offered inservice training in sign language on a voluntary basis. Classes were offered on Tuesday, Wednesday and Friday afternoons. The program on Fridays included modules at the immediate/ad-

vanced level in vocabulary build-up, conceptual signs and English idioms, sign language idioms, body language, signed English word endings and receptive and reverse skills. Participation in the inservice program has averaged over 100 staff members each week.

- The Junior National Association of the Deaf had a very successful year. Two excellent programs were presented to the student body, staff and the general public. Two student delegates attended the National Junior NAD Convention in Cincinnati, Ohio, in June of 1980. Joe Price and Debbie Adams (the delegates) will share the knowledge and experiences gained at the Convention upon their return to School next fall. Mr. Joel Silberstein, sponsor of the Junior NAD, also attended the Convention.
- Two outstanding programs were presented by the staff and students in the School for the Deaf this year. "The Wizard of Oz" was presented three times at the Spartanburg Little Theatre. Everyone who attended came away with the excitement of seeing this wonderful story come alive in sign language. The second program was presented in the spring by the staff and students in Thackston Hall. "Sign and Sing" was a huge success. This presentation really gave our younger students an opportunity to show their acting, signing and speaking talents.

#### VOCATIONAL SCHOOL

*Purpose:* The overriding objective of the vocational program is to prepare students to take their place in the world of work and to achieve to their fullest potential in such.

*Operations:* The Vocational Department provided services to 118 deaf, 65 blind and eight multi-handicapped students during the 1979-80 school year. In addition to these, the career education program served all students in grades K-7. Of the 27 graduating seniors, 19 received vocational certificates for successfully completing an occupational preparation program.

#### *Program Accomplishments:*

- The driver education program became a full-day program serving residential and day students. In the past, driver education was offered after school hours only.
- Mechanical drawing was offered as a high school elective. Nineteen students participated in this program.



- A great deal of time was spent this year in the preparation of plans for the proposed new vocational complex, a center to provide critically needed resources.
- The Vocational Principal, the Sensory Impaired Director and the Vocational Rehabilitation Supervisor established procedures which greatly improved communication between the academic, vocational and vocational rehabilitation programs. Formal procedures were established for information exchange.
- The Co-operation Workshop Project continued to grow during the year. Contracts were procured from Kohler Company and other area industries by Vocational Rehabilitation to provide work experiences for vocational students.
- Career education curriculum was developed further for programming into the Blind School area.
- Plans initiated to expand therapeutic massage offerings to include female students.

#### DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

*Purpose:* The Physical Education program has a developmentally oriented motor skills curriculum. The program is designed to provide the learners with a broad-based experiential background in a wide variety of movement activities. These activities include basic perceptual and motor skills, fundamental motor and body management skills, physical fitness, social skills, individual and team sports and life-time leisure skills. The Department has been conscientiously striving to implement philosophically and practically the legislative mandates of Title IX and P. L. 94-142.

*Operations:* The Department consisted of a staff of one principal, 11 full-time teachers, one teacher assistant and one secretary. The total number of students being served was 523. This figure included blind, deaf and multiply-handicapped children. The physical facilities include one football field, three gymnasiums, two multi-purpose rooms, a swimming pool, a weight training room and two bowling alleys.

The Athletic Program is designed to provide interscholastic competition to those individuals who have demonstrated superior athletic abilities. The School is a member of the South Carolina High School League and participates in the 1-A Conference in football, basketball, volleyball and track and field. In addition, the School is a member of the Mason-Dixon Basketball Association.



The Athletic Program sponsors both a wide variety of sports and a number of teams in the sports. The Department also supports the Special Olympic Programs.

*Program Accomplishments:*

- Each of the 13 staff persons in the Physical Education Department has earned his cardio-pulmonary-resuscitation instructor's rating. The Department inserviced approximately 100 of the School's staff in cardio-pulmonary resuscitation.
- The Physical Education Department hosted an Adapted Physical Education Workshop, conducted by the University of South Carolina. The participants included the South Carolina School for the Deaf and the Blind, Whitten Center, Greenville County School District, Spartanburg County School District II and Cherokee School District I.
- Under the leadership of Charles White, the South Carolina Association for Blind Athletes has been chartered. The purposes of the Association are to conduct sanctioned athletic events for blind athletes, to inservice physical educators, recreators and special educators in providing sports programs for the blind and to select and sponsor a South Carolina team to participate in the United States Association for Blind Athletes National Championships.
- Seven athletes and three coaches participated in the 4th Annual National Blind Championships in March at Western Illinois University. Charles Johnson was selected as one of 50 blind athletes to represent the United States in the 6th International Games for the Disabled in Holland, June 16—July 4. Jack Todd and Chuck White were selected as track coaches for the United States team.
- A boys' and girls' midget basketball team (11 and 12 year olds) was organized and participated in the YMCA Church League Program.
- The Department hosted a weekend sports program which included the Model Secondary School for the Deaf, the North Carolina School for the Deaf and the South Carolina School for the Deaf and the Blind. The teams competed in wrestling and girls' and boys' basketball.
- Under the direction of Carolyn McKenzie, a blind cheerleading squad was organized to cheer for the wrestling team.

- Charles White was elected chairperson of the Adaptive Section of the South Carolina Association for Physical Education, Health, Education and Recreation
- The Department hosted the Peachtree Conference Basketball Tournament, of which we are a member. This involved the county middle schools.
- Local, District and In-State honors in football, basketball and wrestling and tract were received by seven students.
- William Ramborger was named the Track Coach of the Decade—1970/79 by *The Deaf American* magazine.
- The Department will send approximately 20 athletes to the Deaf Olympics Track and Wrestling Tryouts this summer.
- The Boys' track team won the Conference IIA title, placed 2nd in the Upper State and 7th in the State. This girls' track team won the Conference IIA title, placed 2nd in the Upper State and 4th in the State.
- The girls' track team was awarded the coveted title of National Deaf Prep Champions for 1979.
- Plans began to redesign the physical education curriculum into an elective curriculum in the middle and secondary schools. This will enable students to select activities in which they wish to participate. Additionally, deaf, blind and multi-handicapped students will be integrated into the same physical education.
- Plans also initiated for outdoor physical education curriculum including tenting, hiking and outdoor survival skills to be phased into the regular program.

#### PSYCHOLOGICAL SERVICES

*Purpose:* The Psychological Services Department has two basic missions: (1) to provide quality psychological services to students in the Blind, Deaf and Multi-Handicapped Schools, and (2) to provide quality inservice to professional staff at the South Carolina School for the Deaf and the Blind regarding vital educational and supervisory issues.

*Operations:* The Psychological Services Department consists of one director, two clinical psychologists, two psychological counselors, two behavior management specialists and one secretary. The Department serves the Blind, Deaf and Multi-Handicapped Schools

in assessment and prescriptive service and provides counselling and behavior management service for all students.

*Program Accomplishments:*

- One hundred and forty-five psycho-educational assessments were completed during the 1979-80 school year.
- Counselling intervention was conducted with 67 students, behavior management intervention with students and inservice for involved teaching staff was conducted with 52 students.
- A series of five supervisory training meetings were conducted throughout the school year. A total of 36 supervisors from all departments and divisions attended these meetings. School staff as well as outside experts were brought in in this effort.
- Course work in affective education and human sexuality was completed to serve grades K-12 in both the Deaf and Blind Schools. This curriculum was reviewed and approved by the Parent Advisory Council.

#### COMMUNITY EDUCATION

*Purpose:* The Community Education Department provides services to all sensory impaired adults in the immediate Spartanburg area. In addition, the Department assists public school adult education and community education programs to assess the needs and locate resources to meet these needs on a State-wide basis. The Department also consults with and assists the State Department of Education in expanding regular adult and community education programs to include sensory impaired citizens throughout the State of South Carolina.

*Operations:* The Office of Community Education has been in existence since August 24, 1977. State-wide services are provided on a limited basis through the aid of a part-time co-ordinator in Charleston and a full-time co-ordinator in Columbia. The position in Columbia was changed from part-time to full-time in December 1979. The staff at Cedar Spring consists of a director, a co-ordinator and a secretary.

The former director, Mr. Robert A. Bremer, resigned his position in August 1979, and the position was not filled until November 27, 1979, at which time Mrs. Phyllis T. Petty was named director.

Mrs. Anna Parks-Carter was employed in December 1979, as the co-ordinator for the Columbia area, and her office was set up in the Adult Education Office Building on Washington Street in Columbia.

### *Program Accomplishments:*

- Fifty-nine classes or seminars offered with 535 participants on the South Carolina School for the Deaf and the Blind campus. Sixty of the participants were handicapped persons.
- Represented the South Carolina School for the Deaf and the Blind on the White House Conference on Families Planning Committee.
- An Advisory Council for Community Education was established for the counties of Oconee, Pickens and Anderson.
- The Director served as a representative on the Affirmative Action Council at the South Carolina School for the Deaf and the Blind.
- The Director remained an active member of the Spartanburg Association of Community Education involving 17 agencies and programs in Spartanburg County.
- Assisted in planning and implementation of Deaf Awareness Day at Carowinds.
- Planned and implemented activities which included newspaper coverage, library display and a three-day display and booth at Westgate Mall in Spartanburg for Deaf Awareness Week.
- Served as a representative and advocate for deaf consumers in the hearings before the Public Service Commission in the telephone intrastate rate deduction case.
- Served on the Advisory Council for the Interpreter Training Program at Spartanburg Methodist College.
- Provided presentations to the State Vocational Rehabilitation counsellors who work with the hearing-impaired, the State Organization of Technical Colleges, Anderson District 5 principals and many more to civic organizations and college classes.
- Co-ordinated successfully the acceptance of a 21 year old blind student at the South Carolina School for the Deaf and the Blind into the summer school program in Richland District I in Columbia. Support had to be arranged with the South Carolina Commission for the Blind, the Federation for the Blind, the State Department of Education, the administration of the South Carolina School for the Deaf and the Blind and the administration of Richland District I.



- Participation by the Spartanburg Co-ordinator in a parents' workshop in Lincoln, Nebraska in which a curriculum for *Parent Education* was written to be published.
- Held a planning meeting with a group of parents from the North Carolina School for the Deaf and from our school and administrators to plan a fall parents' meeting to be held at Cedar Spring in conjunction with the School of the Future Project at Gallaudet College.
- Established a summer program for hearing impaired students in the Columbia area for a period of six weeks. At the present time, 18 hearing-impaired students are registered to attend. The program is an activity sponsored by the Community Education co-ordinators of the Columbia public schools, and the hearing-impaired students will be mainstreamed into the program with the aid of interpreter/counsellors funded by the Community Education Department of the South Carolina School for the Deaf and the Blind.
- Conducted an awareness seminar for medical professionals in Charleston. Mrs. Millie Colson, the Charleston Co-ordinator, two deaf adults and an interpreter participated in the seminar.
- Assisted the Community School Co-ordinator at the Baptist College in his efforts to establish an interpreter degree program.
- Arranged a display on deafness at the Piccollo Children's Festival at the request of the Spoleto Committee.
- Plans began to expand service into the North Augusta, Aiken and Orangeburg areas and work with the State Department of Education to include sensory impaired and multi-handicapped adults in all public school community education and adult education programs.

## DIVISION OF PROGRAMS FOR MULTI-HANDICAPPED

During this past year the Division of Programs for the Multi-Handicapped has continued with its mission of supplying educational and supportive services to children both within the Herbert Center and in the Deaf and Blind Schools. The Division continued to expand its area of service through the development of new and creative programs to better meet the needs of the student population.

### HERBERT CENTER FOR MULTI-HANDICAPPED CHILDREN

*Purpose:* The Herbert Center is responsible for providing to its student population of multi-handicapped children the widest possible range of diagnostic, evaluative, educative and developmental services. Its basic purpose is the development to the greatest degree possible the innate potential of each of its students.

#### *Operations:*

- The school year ended with an enrollment of 130 students.
- Fifty-two educational staff members served the multi-handicapped student population.
- Services made available to students included academic education, activities of daily living education, speech therapy, music therapy, physical therapy, adaptive physical education and auditory training.

#### *Accomplishments:*

- Evaluation of 40 students for enrollment in the Herbert Center.
- Four regional Partners in Progress meetings and one state-wide meeting held.
- Fourteen inservice programs for staff were conducted including evacuation of the building in the case of fire, seizures and how to handle them, and mobility for multi-handicapped students.
- The first three students graduated from Herbert Center and were involved in the regular graduation ceremonies.
- Three school-wide programs organized by the music therapist and presented by the students of Herbert Center.
- The Glee Club presented several programs to organizations off campus including a presentation to the regional convention of the Music Therapy Association in Charlotte, North Carolina.

- Semi-Independent Training Environment (SITE) was approved by the Board of Commissioners and plans were developed to begin in the 1980-81 school year involving the teaching of independent living skills to multi-handicapped students.
- Planning has been completed for the expansion of the population of the Multi-Handicapped School by 25 additional students during the 1980-81 school year.
- Inservice programs were presented by the educational staff to dormitory staff to better coordinate the delivery of services to students.
- All I.E.P.s were completed.
- A Staffathon, discussion programming, services and placement of each student, was completed during this spring.
- Annual May Day and Field Day events were held involving the total population of the school.

#### MULTI-HANDICAPPED CHILD CARE DEPARTMENT

*Purpose:* The Multi-Handicapped Child Care Department is responsible for the planning and implementation of a comprehensive afterschool program and total residential care. The purpose of the program is to assist in the training of daily living skills, and the effective use of leisure time.

*Operations:* The Director of Cottage Life is responsible for the overall program, supervising a staff of two Youth Counselor II, 18 Youth Counselor I, and 15 Cottage Parent II. The staff cooperatively works with the educational staff to provide consistency to each student's program.

#### *Accomplishments:*

- Skills of the child care personnel were upgraded through:
  - Fire and safety evacuation techniques presented by the State Fire Marshall's office.
  - Behavior Management Workshop.
  - Protective Intervention Techniques training course.
  - A ten week sign language course.
  - An inservice on toilet training and feeding techniques.
  - An inservice on arts and crafts and leisure time activities.
- The socialization room was opened this year for the student's dating and recreation, including a pool table and other games.
- Numerous field trips were taken to Westgate Mall, Croft State Park, out to dinner, out for ice cream.



- All of the students participated in a Christmas dinner at Quincy's.
- Spring Fling, the end of year dance, was held featuring "The Soul Searchers" Band.

#### AUDITORY TRAINING DEPARTMENT

*Purpose:* To provide hearing impaired and multi-handicapped children with the type of auditory training that would best develop auditory processing skills; foster speech and language development; teach the proper use of personal amplification; provide "loaner" amplification, where called for; and produce a Perceptual Deficit Inventory for deaf and blind students grades kindergarten through sixth.

*Operations:* The Auditory Training Department successfully completed two programs this year: A Title I funded auditory training program and a C.E.T.A. funded perceptual testing program. The auditory training program provided pre- and post-testing services, individualized instructional programs, teacher inservice training, equipment, loaner amplification, program materials and program supplies. The perceptual testing program screened all deaf students for visual perception deficits and all blind students for auditory perception deficits, grades pre-school through sixth. Appropriate in-depth testing batteries were administered where needs were assessed.

#### *Accomplishments:*

- Tested and/or provided auditory training services to all students on campus with a demonstrable need reflected in their I.E.P.
- Produced *Hearing Aids and the Classroom Teacher*, a manual designed to help parents and teachers care for personal hearing aids. This manual is being used by all of the teachers at S.C.S.D.B. participating in the auditory training program, some parents of deaf students, several school districts throughout the state, the Atlanta Area School for the Deaf in Georgia, and the North Carolina School for the Deaf in Morganton.
- Met and surpassed the general objectives stating that 85% of all students participating in the auditory training program on a regularly scheduled basis would demonstrate a significant improvement as measured by the *KCH Auditory Perception Test*; and 90% of those deaf students whose personal hearing aids were out of service three weeks or longer would be supplied a "loaner" aid.

- Completed the Perceptual Testing Program and identified all blind students, pre-school through sixth grade, who had an educationally significant auditory perception skills deficits; and all deaf students, kindergarten through sixth grade, who had an educationally significant visual perception deficits.
- Completed a Federal, Title I equipment inventory.
- Enjoyed an exceptionally successful *Sing/Sign Along II* production that involved all of the students and staff in Thackston Hall.

#### DEPARTMENT OF SPEECH AND HEARING SERVICES

*Purpose:* The Department of Speech and Hearing Services serves students in the Deaf, Blind and Multi-Handicapped Schools who exhibit speech and/or language deficiencies, and provides audiological assessment for all students. Comprehensive speech and language evaluations are available and, based on diagnostic testing and teacher priorities, students are seen for speech and/or language therapy on an individual or small groups basis for two, half-hour sessions per week. Major emphasis in therapy is given to development of language concepts and skills in conjunction with the acquisition and improvement of speech sounds. Every student under 12 years of age is seen annually for a hearing test, while students 12 and over are seen every other year unless otherwise referred. Hearing aid evaluations are performed as necessary, and recommendations as to appropriate amplification are made to supporting agencies or parents. Hearing aid repair services are provided and batteries are dispensed as necessary. The entire speech and hearing staff is available for consultation with parents, administrators and teachers to offer suggestions for program planning for individual students. Teachers are also provided with in-service training and diagnostic services are available for applicants to the school.

*Operations:* The Department of Speech and Hearing Services is comprised of four speech pathologists, one audiologist and one audiologist's assistant. During the 1979-80 school year, one speech pathologist position was not filled. Duties include the following:

Speech and language screening for all students campus wide, with comprehensive follow-up evaluations as necessary.

Speech and/or language therapy for students who need such on an individual or small group basis.

Hearing assessments for all students.

Hearing aid evaluations for those students who are felt to be candidates for hearing aids.

Hearing aid fittings.

Hearing aid repair services.

Hearing aid battery dispensation.

Hearing assessments for all applicants to the school and speech/language evaluations as required.

In-service training for teachers and other staff members.

Consultation with parents and teachers in the formulation of I.E.P. goals.

#### *Accomplishments:*

- 184 students were seen for speech and language screening.
- 171 students were seen for speech and/or language therapy.
- 53 I.E.P. conferences were attended; I.E.P. statements were prepared for 171 students.
- 199 students received hearing retests or complete audiologicals.
- 32 students were seen for hearing aid evaluations.
- 25 new hearing aids were fit.
- 57 applicants to the school received complete audiological evaluations.
- Hearing aid repair services were provided and batteries were dispensed as necessary.

#### **MEDIA DEPARTMENT**

*Purpose:* To provide supportive services to the total campus through the production and distribution of printed auditory and visual technology.

#### *Operations:*

- Video tape production.
- Photography and filmmaking.
- Research and development.
- Media consultation.
- Repair and design.
- Illustration.
- Teacher/student production.
- Inservice education.
- Storytelling.
- Libraries for the Deaf and Blind Schools.
- Captioned Films Depository.

*Accomplishments:* The 1979-80 school year was one of new programs for the Media Center. Early in September, approval was given to move a new library for deaf students into Thackston Hall. The grand opening was held in mid-January. The library now serves as the home of the Storyteller and offers services to students in Thackston Hall as well as story time to Thackston, Robertson and Multi-Handicapped students.

During the second semester, a very ambitious project was undertaken by Mrs. Phyllis Austin with help from Media Staff and various other departments on campus. Mrs. Austin produced "The Wizard of Oz" in sign language with full costume, stage set, lighting and music in the Spartanburg Little Theatre. It was the first deaf play locally produced in South Carolina.

The captioned film program linked up to a Southeastern Computer Program called "Filmshare". This program will provide teachers at the South Carolina School for the Deaf and the Blind and all schools served in South Carolina and the entire Southeast region with a greatly expanded library of captioned films. Filmshare was developed in Washington, D. C. to provide for the increased usage of captioned films by public schools as well as schools for the deaf.

Several new slide programs and multi-image programs were produced this year, among them: "I Get Around"—Orientation and Mobility; "An Inside Look at the Multi-Handicapped School"; and "The South Carolina School for the Deaf and the Blind."

These programs have been and will continue to be shown throughout the state in order to better acquaint the public with the variety of resources available at the South Carolina School for the Deaf and the Blind.



## DIVISION OF STUDENT AFFAIRS

### HEALTH CENTER

*Purpose:* The major function of the Health Center staff is to provide routine and preventive health care for all students.

*Operations:* The Health Center provides 24 hour service during the school week and is headed by a Registered Nurse. A School Physician comes on a daily basis, and a dentist provides services on a weekly basis.

#### *Program Accomplishments:*

- There were 288 admissions, averaging two days care in the Health Center.
- Flu vaccine was given to students in the fall.
- There were 285 athletic physicals done for the Athletic Department.
- There were 8,403 out-patient visits for routine medical problems.
- The School Dentist checked 428 students, and fluoride treatment was provided for 104 students.

### CHILD CARE

There are currently a total of 539 students in attendance at the School for the Deaf and Blind. There are 104 blind students, 305 deaf students, and 130 multi-handicapped students in attendance.

The Child Care staff consists of 22 Youth Counselors, 14 Cottage Parents, and five Dorm Directors. The entire staff participated in a four day pre-school workshop which focused on improving dorm services and better implementation of the IEP's.

The entire Child Care Department initiated a program this year to concentrate on building student awareness and responsibility in the area of dorm cleanliness. Project BEN (Beautify Environment Now) was initiated and proved to be successful in monitoring students keeping their dorm in better condition.

This year saw a meshing of the Daily Living Skills program into the dorm areas. The teacher aides worked very closely with the Youth Counselors and Dorm Directors in providing activities for students.

The year brought about a structural change in the makeup of our Dorm Director responsibilities. We moved a Dorm Director position to third shift so that around-the-clock supervisory coverage

could be given. It has resulted in a tremendous increase in efficiency among our third shift staff, and also we were able to do away with the sleep-in requirements of our Dorm Directors. For the first time they are on a shift arrangement which is very close to other employees in the department. The results of this have been apparent in the fact that the number of hours for Dorm Directors have been reduced significantly and puts them more in line with other salaried employees who work 37½ hours per week. Our Dorm Directors work on the average of 42 hours per week as opposed to 40-50 hours, plus being required to sleep-in last year.

We are instrumental this year in initiating a formal dorm renovation plan. Trips were made to the North Carolina School for the Deaf to study the results of their renovation efforts. We came back with many fresh new ideas which resulted in remodeling a room at Hughston Hall to be used as a model for future plans. Restrooms at Henderson and Hughston Halls were also renovated to make them safer and more pleasant for the students.

#### FOOD SERVICE DEPARTMENT

The year 1979-1980 has been a very busy one. We have had an increased number of food requisitions from the Multi-Handicapped School, Physical Education, and all other departments on campus.

New coolers were purchased to provide bus lunches with cold milk. We have prepared special diets for diabetics and special reducing diets for a number of students. We now have two salad bars, one in Walker Hall and one in the Multi-Handicapped unit. Hopefully, we will have one for Spring Hall in the fall.

All of our cafeterias and the Central Kitchen are operating under an "A" certification. Our attendance records and safety records have been very good this year.

Mrs. Watkins, the head of Food Services, received an award of appreciation for the quality of services rendered by the Food Services Department.

#### DAILY LIVING SKILLS

*Purpose:* The major functions of the Daily Living Skills Department are as follows:

- To significantly enhance each resident student's competencies in the basic self-help skills area.
- To increase each resident student's ability to use leisure time wisely, both presently and in the future through providing them with a conceptual understanding of various recreational

activities and the skills requisite for successful functioning in these areas.

- To increase each resident student's understanding of the arts and crafts activities offered and the necessity of using appropriate procedures and techniques in executing these activities.
- To provide activities which are complimentary to the formal educational program offered through the Education Department.
- To increase each resident student's understanding of safety and first aid practices and procedures and the necessity of using these procedures appropriately.

*Operation:* The Daily Living Skills Department provides services from 3:30 p. m. through 8:00 p. m. to students on Monday through Thursday during the school year. The Daily Living Skills Department office is opened from 1:00 p. m. until 10:00 p. m. on Monday through Thursday, and from 8:00 a. m. until 4:00 p. m. on Friday. These hours are during the school year. During the summer weeks, the hours are from 8:00 a. m. until 4:00 p. m. Monday through Friday.

*Accomplishments:* The Daily Living Skills Department functions separately, reporting directly to the Director of Student Affairs. The DLS activities are coordinated with the Child Care Department activities, along with the different support services activities, to achieve a total program for each resident student.

Activities in the areas of *Self-Help Skills, Safety and First Aid, Physical Education and Leisure Time, and Arts and Crafts* were planned and accomplished through the services of 17 Teacher Aides and one Secretary, under the guidance of the Daily Living Skills Director.

## TRANSPORTATION

This year two of the three temporary slots for attendants were made permanent. Several sessions were held with attendants in which we shared responsibility and control coupled with behavior management techniques as presented by the Behavior Management team. Also components of the Transportation Department were reviewed on an as-needed basis. As a result, this year witnessed a significant decline in the occurrence of a large number of discipline cases.

Attendants appeared more cognizant of responsibility and students seemed more complacent with their rides to and from campus.



The results of a questionnaire given parents at the end of the year indicated that 95% felt that services performed by this department were indeed more than adequate.

## DIVISION OF PHYSICAL PLANT

*Purpose:* The purpose of the Division of Physical Plant is to serve as a resource for achieving the objectives and goals sought through the educational programs by maintaining a physical environment which is conducive to learning, both in the classroom and in the dormitories; by assisting the School to obtain a high degree of utilization of the physical plant, thus helping maximize returns on the physical plant investment; by assisting in the development of energy conservation plans, and by assisting in the development of long-term capital improvement plans.

*Operations:* The Division is headed by the Physical Plant Director, and a total of 44 positions are authorized specifically in the maintenance area. These are divided into various individual specialized areas of maintenance and transportation. The sub-departmental areas are as follows: Maintenance, Groundskeeping, Paint Shop, Motor Maintenance, Transportation and Laundry.

The Physical Plant Maintenance Manager reports directly to the Director and is in charge of the skilled laborers and tradesmen. Included in his responsibilities are the heating and air conditioning facilities, renovation and repair by tradesworkers, operation of the Service Station (including automotive maintenance), painting and groundskeeping.

The Plant Maintenance Supervisor has under his supervision six employees, the air conditioning/refrigeration mechanic, the Laundry Supervisor, and five laundry workers.

This area provides the expertise to operate the complex boiler house, which provides steam heat throughout the majority of the campus. The Laundry processes an average of 3,000 pounds of clothing a week.

General maintenance is provided by six skilled workers covering the areas of carpentry, electrical service, plumbing/pipe fitting, masonry work, air conditioning/refrigeration mechanics, and other related mechanical areas. The Department also has a Service Station Supervisor and two automotive mechanics who make repairs and overhauls and maintain the entire fleet of vehicles, including the approximately 25 school buses. In the Transportation Department, there is one supervisor and 15 vehicle operators who trans-

port students to and from school. Five daily routes are provided as service to students within a 30 mile radius. Eleven additional routes are provided for transporting residential students throughout the State on weekends.

In the decorative areas, there are four painters, each under the supervision of one paint supervisor. These people do all the interior and exterior painting throughout the campus. In the grounds-keeping area, there are seven people working under one supervisor. These three vehicle operators and four groundskeepers are primarily responsible for the upkeep and maintenance of all the grounds, including the horticulture requirements.

The Physical Plant services also include the administering of all contractual services, such as trash pick-up, janitorial services, and pest and termite control. In addition, the Physical Plant is also responsible for all capital improvement construction projects.

*Program Accomplishments:*

- The boilers have received a new fire box and burner housing, complete with baffles being replaced.
- The Fire Alarm System has been completed and inspected by the State Engineers.
- The Trash Pick-up Contract was renewed in November, 1979.
- A kitchenette in Henderson Hall, complete with sink and cabinets, was installed.
- Hughston Hall and Hall Dorm were renovated and painted.
- Swimming pool repair was completed, thus allowing its re-opening during February, 1980.
- The Janitorial Services Contract was renewed in February.
- One new bus was purchased to replace one excessively used.
- Two new State cars were purchased, one in replacement of old car and the other as an addition to the fleet.
- A storm drainage system was installed at Herbert Center in preparation of landscaping for playground use. Playground equipment is currently being installed and is approximately 85% complete to date.
- New equipment has been received for the Landscaping and Groundskeeping Department. This consists of one cycle bar mower, two push type mowers, one Series 1050 John Deere tractor, one power edger, and one auger plus an assortment of hand tools.

- In the Motor Maintenance Department, two complete engines for two buses were installed.
- With the end of the 1979-80 school year, a successful record of student transportation was recorded; however, there was one minor accident which resulted in no personal injuries and very little property damage.
- A & E funds for the study of the new Vocational School were approved. Negotiations are underway to select an architect for the purpose of drawing blueprints.
- During the past year a total of 3,967 work orders were completed.

## CO-OPERATIVE PROGRAMS

### VOCATIONAL REHABILITATION FACILITY

*Purpose:* The Vocational Rehabilitation Facility located on the campus of the South Carolina School for the Deaf and the Blind provides medical, social, psychological, and vocational evaluations to the deaf students and the multi-handicapped students. This facility also provides on-the-job training in cooperation with businesses and industries in the community as well as continued counseling and guidance, social, personal, and work adjustment training, job placement, and follow-up.

*Operations:* During the twelve month year under report, this facility provided services for 178 students. These students are from all across South Carolina. When a student graduates or leaves the South Carolina School for the Deaf, the case is transferred to the appropriate Vocational Rehabilitation Counselor in the students' home area in order that services be continued by the department. Those clients that are hearing impaired are served by a specialty counselor.

The Facility is administered by (a) a Project Supervisor (b) two Vocational counselors (c) a Vocational Evaluator (d) a Production Coordinator (e) two Rehabilitation Associates and (f) a Casework Assistant.

#### *Program Accomplishments:*

- Diagnostic medical evaluation was provided to students throughout the year. Fifty students received general medical examinations. Twenty-three students received otological examination and forty-six students received ophthalmological examinations. Six students received neurological examinations, six students received physical therapy evaluations, and two students received dermatological examinations.



- Vocational evaluation was provided to forty students. These evaluation results assist the Facility staff in planning future services and also assists the school staff in their plans for the students. All evaluations results are staffed jointly with the Facility staff and the school staff in attendance.
- On-the-job training was provided in businesses and industries in the senior class. The on-the-job training program provided training in the following areas:

Tertiles	2 students
Cabinet Making	2 students
Clerical	3 students
Food Services	3 students
Auto Care	2 students
Teachers Aide	2 students
Electrical Assistant	2 students
Library	1 student
Laundry	1 student

- Fourteen students were employed at Converse College in the Food Service Area on a part-time basis. These students were employed for the entire school year.
- Work adjustment training classes were provided for special students, juniors, and seniors. Fifty-nine students were involved in this training which is designed to prepare them for future gainful employment and indoctrinate them to the World of Work. The students met once each month for one hour each class. A work adjustment program of the pre-vocational nature involved thirty-two multi-handicapped students.
- The work adjustment program where students were involved in piece work on contracts obtained from various industries in the community had thirty-nine students involved.

## CEDAR SPRING FACILITY

### SOUTH CAROLINA COMMISSION FOR THE BLIND

*Purpose:* The Cedar Spring Facility of the Commission for the Blind is responsible for the provision of applicable vocational rehabilitation services to blind and visually impaired students, who are fourteen years old and above, who are enrolled at the South Carolina School for the Deaf and the Blind. These services are designed to increase the student's readiness for future gainful employment. With the development of the Multi-Handicapped School, which is also located at the School for the Deaf and the



Blind, the Commission for the Blind is also involved with serving the Multi-Handicapped students, who are legally blind and also have some other physical or mental disability.

*Operations:* During the 1979-80 academic year, the Cedar Spring Facility provided applicable vocational rehabilitation services to approximately 86 students, who are residents of the state of South Carolina.

The facility staff consists of (a) Project Supervisor, (b) Orientation and Mobility Specialist, and (c) Caseworker Assistant. The services available and provided by this staff includes:

- receiving referral information from the staff of the School for the Blind.
- conducting the initial interview with the student.
- contacting the parents of each student, regarding the agency purpose and other related information.
- processing application for applicable services.
- providing and/or coordinating necessary diagnostic services, including a general medical examination, an initial ophthalmological examination, a low vision examination, a psychological examination, an occupational inventory, and other prescribed examinations that may be applicable to the individual's needs.
- determining the rehabilitation potential of each student and his or her eligibility for applicable vocational rehabilitation services.
- developing the Individualized Written Rehabilitation Program, which is designed to meet the specific needs of the student to increase his or her readiness for future gainful employment.
- providing and/or coordinating the provision of (a) vocational and personal adjustment counseling and guidance, (b) physical restoration services, including surgery, glasses, prostheses, hearing aids, etc., (c) and training programs, which includes personal adjustment training (residential, campus, business-Orientation and Mobility Training), and on the job training at appropriate locations, which are on the campus of the School for the Deaf and the Blind and also in the local industrial community, depending upon the interests and needs of the students.
- referring each student to the appropriate vocational rehabilitation counselor, who serves the respective home county, where

the student resides, when the student graduates or discontinues his or her enrollment at the School for the Blind.

- providing the above applicable services with the knowledge and cooperation of the appropriate staff of the South Carolina School for the Deaf and the Blind.

*Program Accomplishments:*

- One (1) partially sighted, male student was involved in an on the job training program at a restaurant in Spartanburg (Hardee's).
- One (1) student received prostheses for cosmetic purposes from Le Grand Associates in Philadelphia, Pennsylvania.
- Eight (8) students received initial low vision examinations at the clinic, which is located in the Commission for the Blind facility; five (5) students received follow-up examinations.
- Three (3) students, a totally blind male, a partially sighted female, and a partially sighted male, attended the 1980 Pre-College Program at the University of South Carolina in Columbia, during the summer, to facilitate their transition from high school to a college environment.
- Seventeen (17) students received vocational evaluation services, which include Personality, Career Maturity, Dexterity, Social, and Occupational Testing.
- Twelve (12) students participated in the Work Adjustment Program during the summer, sponsored by the Commission for the Blind, at the Ellen Beach Mack Rehabilitation Center in Columbia, S. C.
- Five (5) students participated in a Personal Adjustment Training Program, during the summer, at the Ellen Beach Mack Rehabilitation Center in Columbia, S. C.
- Thirteen (13) students received orientation and mobility training at the Cedar Spring Facility.
- Thirty-six (36) students received Functional Vision Evaluations to determine their orientation and mobility capabilities and needs.

# FINANCIAL STATEMENT

## Fiscal Year July 1, 1979 - June 30, 1980

### STATE FUNDS

Appropriation .....	\$ 5,528,400.00
Supplementary Fund .....	63,616.00
Base Pay Increase .....	468,326.00
Other Income .....	2,888.83
Total Funds Available .....	<u><u>\$ 6,063,230.83</u></u>

#### Disbursement

##### Administration:

Personal Service .....	\$ 352,574.03
Contractual Service .....	16,841.73
Supplies .....	8,160.71
Fixed Charges .....	8,919.28
Equipment .....	37.39
Pers. Staff Study .....	4,114.93
Bldg. Renovations .....	—0—
Employer Contributions ...	53,928.08
Total Administration .....	\$ 444,576.15

##### Education:

Personal Service .....	1,621,267.45
Contractual Service .....	13,862.11
Supplies .....	40,565.37
Fixed Charges .....	2,225.00
Equipment .....	6,379.51
Employer Contributions ...	257,273.50
Scholarships .....	3,570.00
Placement Bur. ....	5,000.00
Voc. Rehab. ....	33,086.53
Total Education .....	1,983,339.47

##### Multi-Handicapped:

Personal Service .....	753,574.47
Contractual Service .....	3,964.87
Case Service .....	6,815.50
Supplies .....	22,526.69
Fixed Charges .....	128.92
Equipment .....	1,187.82
Employer Contributions ...	126,309.63
Total Multi-Handicapped .....	914,507.90

##### Community Education:

Personal Service .....	27,089.56
Contractual Service .....	2,738.78
Supplies .....	463.98
Fixed Charges .....	40.00
Equipment .....	740.00
Employer Contributions ...	4,324.10
Total Community Education .....	35,396.42

##### Educational Support Services

Personal Service .....	179,223.32
Contractual Serv. ....	3,949.90
Supplies .....	1,908.04
Fixed Charges .....	160.00
Equipment .....	3,023.68

Service Charges . . . . .	—0—	
Employer Contributions . . . . .	28,699.71	
Total Educational Supp. Serv. . . . .		216,964.65
Physical Support Services:		
Personal Service . . . . .	624,785.16	
Contractual Service . . . . .	491,222.81	
Supplies . . . . .	338,304.69	
Fixed Charges . . . . .	25,766.11	
Equipment . . . . .	25,929.96	
Non-Structural Impr. . . . .	914.32	
Employer Contributions . . . . .	105,471.54	
Total Physical Support Services . . . . .		1,612,394.59
Student Affairs:		
Personal Service . . . . .	614,806.82	
Contractual Serv. . . . .	43,943.90	
Supplies . . . . .	7,667.79	
Fixed Charges . . . . .	53.00	
Equipment . . . . .	2,831.71	
Employer Contributions . . . . .	101,491.66	
Hospital Care . . . . .	188.15	
Case Services . . . . .	14,456.65	
Total Student Affairs . . . . .		785,439.68
Supplemental Equipment . . . . .	63,616.00	
Total Agency Expenditures . . . . .		6,056,124.86
Total Lapsed Funds . . . . .		7,105.97
		<u>6,063,230.83</u>

#### SPECIAL DEPOSITS

Balance Brought Forward July 1, 1979 . . . . .	44,280.95
Receipts . . . . .	59,665.49
Total Funds Available . . . . .	<u>103,946.44</u>
<i>Disbursements:</i>	
Student Accounts . . . . .	15,226.08
Pilot Club . . . . .	807.96
Special Necdry . . . . .	1,006.00
Converse Fund . . . . .	172.00
Media Caption Films . . . . .	1,257.87
Outreach, Inc. . . . .	—0—
Adult Education . . . . .	6,419.96
Post Office Fd. . . . .	27.30
Music Acct. . . . .	—0—
Annual Pictures . . . . .	2,628.80
Canteen . . . . .	26,874.62
Colonial Pipeline . . . . .	13,837.74
Multi Handicapped Fd. . . . .	20.17
Voc. Rehab. Fd. . . . .	545.60
Blind Olympics . . . . .	—0—
Total Disbursements Special Deposits . . . . .	68,824.10
Balance Carried Forward to 1980-81 . . . . .	35,122.34
	<u>103,946.44</u>



# CAPITOL IMPROVEMENT ACCOUNTS

Cap. Impt. Bond Proceeds (Proj. 10-15)		
Balance Fd. ....	19,861.81	
Received .....	—0—	
Disbursements .....	19,861.81	
Balance 7-1-80 .....		—0—
Education Facility (10-14) (M-H)		
Balance Fd. ....	2,749,995.00	
Disbursements .....	2,749,920.50	
Balance 7-1-80 .....		74.50

## OTHER ACCOUNTS

Patients Fees Balance 7-1-80 .....	175,035.64	
Chapel Fund Balance 7-1-79 .....	102,836.83	
Received .....	32,235.01	
Balance 7-1-80 .....		135,071.84
Thackston Fund Balance 7-1-79 .....	455.74	
Received .....	—0—	
Disbursements .....	15.00	
Balance 7-1-80 .....		440.74
U.S.D.A. MILK REIMB.—80		
Balance Fd. 7-1-79 .....	—0—	
Received .....	127,816.23	
Disbursements .....	127,816.23	
Balance 7-1-80 .....		—0—
Balance Brought Forward July 1, 1979 .....	48,166.00	
Receipts .....	523,278.00	
Total .....	571,444.00	
Less Disbursements .....	505,745.00	
Balance—Total Consolidated Federal .....	65,699.00	
June 30, 1980		

## STATEMENT OF FEDERAL EXPENDITURES

T-I E.S.E.A. ....	358,789.00
T-IVI C (D-B) .....	52,502.00
ARC .....	27,751.00
Voc. Ed. ....	32,332.00
T-IV B .....	1,855.00
LSCA .....	1,083.00
P.S.E. ....	16,766.00
C.E.T.A. ....	8,937.00
D.D.A. ....	1,276.00
G.I.P. ....	837.00
Gallaudet .....	3,533.00
D.S.S. ....	84.00
	<hr/>
	505,745.00

## ENROLLMENT

### *School for the Multi-Handicapped*

Girls .....	50
Boys .....	80
<hr/>	
Total .....	130

### *School for the Blind*

Girls .....	41
Boys .....	63
<hr/>	
Total .....	104

### *School for the Deaf*

Girls .....	139
Boys .....	166
<hr/>	
Total .....	305
GRAND TOTAL .....	539

### *Number of Graduates*

Blind .....	3
Deaf .....	21
Multi-Handicapped .....	3
<hr/>	
Total .....	27

### *Number of Graduates Attending College*

Blind .....	0
Deaf .....	14
<hr/>	
Total .....	14

## NUMBER OF STUDENTS BY COUNTIES

<i>County</i>	<i>No. Students</i>	<i>County</i>	<i>No. Students</i>
Abbeville .....	3	Greenwood .....	18
Aiken .....	21	Hampton .....	4
Allendale .....	2	Horry .....	13
Anderson .....	16	Jasper .....	6
Bamberg .....	4	Kershaw .....	8
Barnwell .....	2	Lancaster .....	5
Beaufort .....	3	Laurens .....	16
Berkeley .....	8	Lee .....	1
Calhoun .....	2	Lexington .....	11
Charleston .....	32	Marion .....	5
Cherokee .....	8	Marlboro .....	6
Chester .....	15	McCormick .....	0
Chesterfield .....	11	Newberry .....	8
Clarendon .....	8	Oconee .....	6
Colleton .....	6	Orangeburg .....	12
Darlington .....	17	Pickens .....	5
Dillon .....	5	Richland .....	31
Dorchester .....	6	Saluda .....	2
Edgefield .....	2	Spartanburg .....	68
Fairfield .....	6	Sumter .....	13
Florence .....	24	Union .....	9
Georgetown .....	14	Williamsburg .....	3
Greenville .....	45	York .....	29

## PROFESSIONAL PUBLICATIONS AND REPORTS BY STAFF

Austin, Chris and Simons, Sarah (Psychological Counselors) made a presentation at the State Council for Exceptional Children Convention in March, 1980, entitled "Educating the Whole Person—The Affective Domain."

Austin, Chris, Simons, Sara, Lamb, Mary Aliee (teacher in the Blind School) and Paek, Judy (teacher in the Deaf School) made a presentation at the State Council for Exceptional Children Convention in March, 1980, entitled "Social Living Skills for Deaf, Blind and Multi-Handicapped Students"

Burke, Tom (Head of Media Department) and White, Charles (Director of Physical Education and Athletics) presented a workshop entitled "Staff Communications" at SCSEB, March, 1980.

Burke, Tom conducted a film workshop at Cowpens Elementary School, April 1980.

Fister, Chris, Maza, Sue and Moore, Dana (instructors in the Department of Physical Education and Athletics) made a presentation at the State Convention for Physical Educators entitled "Assessment and Development Activities for Multi-Handicapped Students."

Gallagher, Jack (R. Executive Director). *Changing Behavior: How and Why*. The Silver Burdette Company, Morristown, New Jersey, 1980.

Gallagher, Jack R. "A Mock Due Process Hearing." This was a one hour program which Dr. Gallagher produced and co-wrote with Mr. Spencer. The program was taped in the television studios of Clemson University on January 10, 1980, and it will be aired on Statewide educational radio in the future.

Holzberg, Bette (School Psychologist) made a presentation at the State School Psychologists Association Meeting in May, 1980, on "Low Vision Assessment."

Holzberg, Bette made a presentation at the State Council for Exceptional Children Convention in March, 1980, entitled "The Use of Art Related Experiences as an Intervention Strategy to Improve Cognitive Functioning in Language Impaired Children."



- Holzberg, Robert (Director of Multi-Handicapped School) "The Use of Rhythm in the Early Childhood Curriculum," published in *Quodlibet* (publication of the National Music Therapy Association) 1979.
- Kent, Daphne (Head of Speech and Hearing Department) presented a program on "Care and Maintenance of Hearing Aids," Dorman High School, February 1980.
- Kent, Daphne presented a program entitled "Aging Processes of the Ear" for Senior Citizens at the First Presbyterian Church, Spartanburg, S. C. April 1980.
- Kent, Daphne presented a program entitled "Basic Audiometric Techniques" at Spartanburg Methodist College, September 1979.
- Petty, Phyllis T. (Director of Community Education) presented a seminar on Involvement Models for Serving the Blind and Deaf in Community Education at the Summer Institute of Mid-Atlantic Consortium held at Gallaudet College.
- Porter, Jeffrey (Head of Psychology Department), Austin, Chris, Simons, Sarah, McDougal, Yancy and Walby, Carolyn (Behavior Management Specialists) submitted a manuscript entitled "Behavior Management Service with Exceptional Children: An In-Service/Action-Oriented Approach" to *Teaching Exceptional Children*—School Counselor Journal in press.
- Porter, Jeffrey and Holzberg, Bette, authors of paper "The Changing Role of the School Psychologist in the age of PL 94-142: From Conducting Testing to Enhancing Instruction," gave permission for the paper to be reprinted and disseminated at the American Foundation for the Blind, Inc. workshop.
- Porter, Jeffrey submitted a manuscript entitled "The *Why* and *What* of Behavior" to Phi Delta Kappa Journal in press.
- White, Charles (Director of the Department of Physical Education and Athletics) had an article published in *The South Carolina Journal of Health, Physical Education and Recreation*, April 1980, entitled "Electronic Aids for Blind Athletes."





